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ABSTRACT

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered comptency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help develop skill in facilitating a Council of Educators' Review, which is the exit requirement of one competency-based teacher education program (Program VITAL at Temple University). Contents include three learning experiences based on two enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objectives; learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback); and optional activity (activities). (YLB)

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ED192060

FACILITATE A COUNCIL OF EDUCATORS' REVIEW

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FORWARD

This module is one in a series specifically designed to help vocational educators develop the skills needed to function as Resource Persons to learners enrolled in field-centered competency-based teacher preparation programs. Experience has shown that certain of the modules are also useful in preparing prospective vocational supervisors and administrators since the skills upon which they focus are needed by all persons in vocational leadership positions.

Module content is based on current educational theory as such relates to the experiences of Resource Persons who have been serving on the staff of Program VITAL. The program was made operational at Temple University in the fall of 1973 and, therefore, the staff's experience base is quite broad.

Module format is as described in the *Module Development Handbook* (Quinn, et. al., 1977) which was developed at the National Center for Research In Vocational Education, The Ohio State University. This format was prescribed to be followed for modules centering on the professional development of vocational educators.

This effort was sponsored by the Pennsylvania Department of Education and appreciation is expressed to Dr. John Struck, Mr. Kenneth Swatt, and Dr. Carroll Curtis who, from their positions in the Department, obtained support for the effort. Appreciation is expressed to the many vocational educators who were involved in establishing the research base for the modules, writing the modules, or testing them.

Richard A. Adamsky
Project Director

INTRODUCTION

As a Resource Person, your ultimate responsibility is to assist the learner in his/her professional growth (e.g., to gain advanced certification and/or develop additional pedagogical competencies). The exit requirement of one CBTE program (i.e., Program VITAL) is the Council of Educators' Review. Any teacher education program could make use of the Council of Educators' procedures to afford every area of the profession an opportunity to provide input into teacher preparation.

This module is designed to give you experiences which will develop your skill in facilitating a Council of Educators' Review.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual program situation, facilitate a Council of Educators' Review. Your performance will be assessed by your Resource Person, using the Resource Person Performance Assessment Form, pp. 27-29 (Learning Experience III).

Enabling Objectives;

1. After completing the required reading, demonstrate knowledge of the rationale and procedures for conducting a Council of Educators' (COE) Review (Learning Experience I).
2. Given a case study of a Resource Person planning a Council of Educators' Review, critique the performance of the Resource Person (Learning Experience II).

Prerequisites:

To complete this module, you must have demonstrated competency in each of the following areas:

- Present Vocational Intern Certification requirements.
- Present Vocational I Certification requirements.
- Present Vocational II Certification requirements.
- Present learners with the operating procedures of CBTE programs.
- Instruct others to operate a video system.
- Evaluate teaching skills to the stated criteria.
- Conduct a classroom/laboratory observation.
- Conduct a Helping Conference.
- Assist learners to select appropriate modules.

If you do not already have these competencies, meet with your Resource Person to determine what method you will use to gain these skills.

Resources:

A list of the outside resources which supplement those contained within the module follows. Check with your Resource Person (1) to determine the availability and the location of these resources, and (2) locate additional references.

LEARNING EXPERIENCE I

(Optional)

A Resource Person whom you may interview regarding facilitating a Council of Educators' Review.

LEARNING EXPERIENCE II

(None)

LEARNING EXPERIENCE III

(Required)

1. An actual program situation in which you can facilitate a Council of Educators' Review.
2. A Resource Person to assess your competency in facilitating a Council of Educators' Review.

LEARNING EXPERIENCE I

Enabling Objective

After completing the required reading, demonstrate knowledge of the rationale and procedures for conducting a Council of Educators' (COE) Review.

Activity

You will be reading the information sheet, The Council Of Educators' Review, pp. 6-11.

Optional Activity

You may wish to interview a Resource Person experienced in facilitating a COE Review.

Activity

You will be demonstrating knowledge of the rationale and procedures for conducting a COE Review by completing the Self-Check, pp. 12-13.

Feedback

You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, pp. 14-16.

Activity For information regarding the rationale and procedures for conducting a COE Review, read the following information sheet.

THE COUNCIL OF EDUCATORS' REVIEW

Decisions regarding who should and should not enter the teaching profession, should be made by representatives of every area of the profession. Administrators and teachers, as well as teacher educators, hold strong and sometimes divergent views regarding professional standards and professional preparation. No one group should have sole responsibility or power to accept an individual into, or reject someone from, the profession. If the profession is to stand united, each group must be actively involved in the decision-making process. One competency-based teacher education program, Program VITAL, makes use of a Council of Educators' (COE) Review for this purpose.

The function of the COE Review is to assess a learner's total pedagogical competence. This assessment usually takes place at a time when a decision regarding the learner's professional preparation is to be made. On the basis of the evidence presented to the COE by the learner who is assisted by the Resource Person, the COE must; 1) recommend that the learner be provisionally accepted into the profession; or 2) identify the pedagogical area(s) in which the learner needs further development.

Three individuals comprise the COE; a vocational teacher, a local administrator, and a representative of the teacher education institution (STE). The vocational teacher should be a fully-competent, local teacher who is elected by his/her peers to serve on the COE. The local adminis-

trator should be the selected representative of the school's administration. The teacher and the administrator should both be employed in the school in which the learner has practiced the professional skills in his/her program. The STE should be a qualified, experienced, full-time faculty member of the teacher education institution; usually the STE is assigned by the teacher education institution based on a pre-determined plan. Each member of the COE has one vote. Notice that the Resource Person is not a member of the COE. As with other areas of a competency-based teacher education program, the Resource Person serves as a helper; in this case a helper to the learner and the COE.

In reference to the COE Review, the Resource Person has three major areas of responsibility; planning, programming, and follow-up. Notice that no responsibility is assigned to the Resource Person for conducting the COE Review. The responsibility to conduct the COE Review is borne solely by the STE. Only if, and when, the STE assigns the responsibility to the Resource Person should the Resource Person conduct the COE Review.

Prior to COE consideration, the Resource Person must be certain that the learner has demonstrated competency in each teaching skill area in the teacher education program. Up to this time, the learner's teaching performance has been assessed by the Resource Person and/or the STE in reference to single teaching competencies (e.g., lesson plan development, introducing a lesson, use of the overhead projector, etc.). Members of the COE will assess, not only individual skills, but the ability of the learner to link together individual skills into a smooth, effective and complete lesson. Therefore, it is necessary for the learner to develop a videotape which represents his/her best teaching efforts. This videotaped lesson complete with all supporting materials (e.g., the lesson plan, audio-

visual materials, student assessment instrument, etc.) will be reviewed by COE members. In addition, the Resource Person should instruct the learner to develop a portfolio of the products that have been developed as part of the teacher education program. This portfolio must be available for review by the COE members.

Since the routine development, implementation, and monitoring of each individualized teacher education program is the responsibility of the teacher education institution, a COE Review should not be planned until the STE is ready to recommend that the learner be provisionally accepted into the profession. If the STE has been actively involved with the learner throughout the program, this decision should not require much effort. First, the Resource Person should have the learner develop a lesson plan for the COE videotaped lesson. The Resource Person should determine that the lesson plan meets acceptable standards for the COE Review, and then, share the lesson plan and the learner's portfolio with the STE. Only after the STE approves the lesson plan should the learner present and videotape the lesson. To gain STE approval of the videotaped lesson, the same steps need to be followed. When the Resource Person is satisfied that the videotaped lesson meets acceptable standards, he/she should meet with the STE, review with the STE the learner's COE materials (e.g., lesson plan, videotaped lesson, portfolio) and assist the STE to make a decision. In the event the STE feels further skill development is necessary, he/she should identify the area(s) needing improvement. The Resource Person should assist the learner in developing the necessary skills, and then, schedule another meeting with the STE. A COE Review must not be scheduled until the STE is prepared to vote for provisional acceptance of the learner.

It is the responsibility of the Resource Person to provide for the identification of the local school representatives (i.e., teacher and administrator) to serve on the COE. In addition, the Resource Person should advise all participants of the purpose of the COE Review and their role in it. The Resource Person must select an appropriate private place to conduct the COE Review, and schedule it on a day and at a time convenient for all involved. Since the COE Review is usually conducted in the school where the teacher and/or the administrator are employed, the Resource Person must be sure to secure proper administration clearance.

As the date of the COE Review approaches, the Resource Person should remind each member of the COE of the meeting time and place. In addition, the Resource Person should work with the learner to be sure he/she is adequately prepared for the review. On the day of the COE Review the Resource Person should personally set-up and test the video playback system. A listing of the competencies and criteria for performance in the learner's program should also be available for each COE member.

The day of the COE Review having arrived, the Resource Person's duties continue. Having carefully planned for this event, everything and everyone is assembled. The Resource Person should act as a facilitator during the COE Review. Only after the STE purposely assigns his/her responsibility to the Resource Person should the Resource Person conduct the review. Participants should be introduced, and their responsibilities should again be reviewed. Activities should be executed to establish a threat-free environment, setting the learner at ease, and encouraging a free exchange of ideas and orderly interaction. The learner should introduce the videotaped teaching performance and, assisted by the Resource Person, provide clarification regarding any question in reference to the learner's teacher preparation program.

The videotaped lesson and the product materials having been reviewed and the discussion terminated, the learner should be excused from the room in order that the COE will have an opportunity for private deliberation. It is during this time that the COE will decide; 1) to recommend that the learner be provisionally accepted into the teaching profession, or 2) recommend that the learner be recycled for further skill development.

In the event the COE chooses the latter alternative, the members must identify the specific areas in which the learner is deficient. A two-thirds majority is necessary for a COE recommendation. A written statement regarding the COE's disposition of the review should be developed. Provisions should be included for each member of the COE to acknowledge the statement; a sample COE Review Report is included, p. 11. The learner should then be invited back into the room and advised of the decision of the COE. At this point, the COE has completed its duties and the COE members may be dismissed.

Regardless of the decision made by the COE, the Resource Person is required to execute follow-up activities. Copies of the COE Review Report should be provided for the learner, the learner's university/college advisor, the program director, and other appropriate individuals. In the event the COE decided to recommend that the learner be provisionally accepted into the teaching profession, the Resource Person should inform the learner of the steps to be taken for his/her future professional growth (e.g., certification procedures, other program entrance requirements). If the COE decided that further pedagogical skill development is necessary before they could recommend that the learner be provisionally accepted into the profession, the Resource Person should clarify the deficient competency areas with the learner, assist the learner to overcome the deficiencies, and advise the learner how to prepare for a future COE Review.

Council of Educators' Review

PERFORMANCE-BASED PROGRAMS

Date:

Intern:

School:

We, the undersigned members of A Local Council of Educators have reviewed evidence concerning the above named intern's teaching ability and, after taking a vote, recommend to the faculty of Temple University that this intern Be ☐ *Not Be** ☐ *(check one) considered for Provisional Vocational Teacher Certification.*

_____

Administration Representative

_____

Teachers' Representative

_____

University Representative

* The areas of teaching ability that must be improved before we could recommend that this intern be considered are as follows:

Optional Activity Once you have completed the reading, you may wish to interview a Resource Person experienced in facilitating a COE Review. Your Resource Person will be able to help you in making arrangements for such an interview.

Activity The following items check your comprehension of the material in the information sheet, The Council of Educators' Review, pp. 6-11. Each item requires a short, essay-type response. Please respond fully, but briefly.

SELF - CHECK

1. Discuss the purpose of a COE Review.

2. Who comprises the COE?

3. Discuss the rationale for including a representative from every area of the teaching profession on the COE.

4. Discuss the Resource Person's responsibilities in reference to planning a COE Review.

5. Discuss the Resource Person's follow-up activities following a COE Review.

Feedback Compare your written responses on the Self-Check with the Model Answer response given below. Your response need not exactly duplicate the model response; however, you should have covered the same major points.

MODEL ANSWER

1. You should have stated that the COE Review
   - is designed to assess a learner's total pedagogical competence.
   - usually takes place at a time when a decision regarding the professional certification of the learner is necessary.
   - is designed to provide input regarding teacher education programs and professional standards from every area of the teaching profession.
2. Three individuals comprise the COE; a vocational teacher, an administrator, and a representative of the teacher education institution. Each individual is expected to be the chosen representative of the specific group.
3. No one group of vocational educators should be responsible for determining standards for the profession; this responsibility must be shared equally by every member of the profession. However, it is not feasible to gather input from every vocational educator each time a decision is to be made regarding a provisional vocational teacher. Teacher education institutions have been preparing, and sometimes professionally certifying, teachers without consulting other areas of the profession. Likewise, local school administrators have been hiring teachers with little consideration of other professional

input. This practice has often caused contradiction and confusion within the profession. Often a prospective vocational teacher would do well in the college/ university based teacher education program and become professionally certified, and later not be able to perform satisfactorily in the classroom or laboratory. The reverse condition is equally as disconcerting; an individual could do an excellent teaching job in the classroom or laboratory only to fall behind and fail in the teacher education program. If the profession is to be united, this condition must be corrected. In areas where the COE Review is used, it has made giant strides have been made toward greater mutual satisfaction with the certification process.

4. The COE Review process requires the investment of great amounts of time and energy by numerous individuals. In addition, a COE decision not to recommend that the learner be provisionally accepted into the profession is embarrassing to all involved. Therefore, the Resource Person should make every effort to insure that the learner is adequately prepared for the COE Review. When planning for a COE Review, the Resource Person should:

- determine that the learner has successfully completed program requirements.
- review the progress and current status of the learner with the STE.
- determine that the STE is ready to vote in favor of the learner's recommendation.
- identify other members of the COE as to their role.
- instruct each member of the COE.
- establish a mutually agreeable time and place for the COE Review.

- assemble all needed resources.
- organize the necessary resources and test all equipment.

5. The Resource Person should provide a copy of the COE Review Report for each of the appropriate individuals. Further follow-up activities will differ, dependent on the decision of the COE. In the event the COE recommended the provisional acceptance of the learner into the profession, the Resource Person should advise the learner of the steps to take regarding the learner's future professional growth. If the COE decided that the learner needs to develop additional competencies before they could recommend that he/she be provisionally accepted into the profession, the Resource Person should clarify with the learner the areas needing further development. The Resource Person should continue to work with the learner and help him/her prepare for a future COE Review.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the model response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Council of Educators' Review, pp. 6-11, or check with your Resource Person.

LEARNING EXPERIENCE II

Enabling Objective

Given a case study of a Resource Person planning a Council of Educators' Review, critique the performance of the Resource Person.

Activity

You will be reading the Case Study, pp. 18-20, and writing a critique of the performance of the Resource Person described.

Feedback

You will be evaluating your competency in critiquing the Resource Person's performance in planning a Council of Educators' Review by comparing your completed critique with the Model Critique, pp. 23-25.

Activity The following Case Study describes how a Resource Person planned a COE Review. The Case Study is followed by a Resource Person Assessment Form. Read the Case Study, and critique it in writing, using the Resource Person Assessment Form as a guide.

CASE STUDY

Mr. Fred Jones, a Resource Person at a local teacher education institution, determined that Ms. Edith Williams, an intern teacher, had successfully completed the requirements of her teacher education program. According to records maintained by Fred, Edith held an intern teaching certificate, completed the thirty modules prescribed by the teacher education program, and earned 15 college credits.

Since Fred regularly conferred with a representative of the teacher education institution regarding Edith's progress in the teacher education program, the university representative was aware of Edith's present status. Fred and the STE reviewed Edith's videotaped lesson and back-up materials and decided that these materials were suitable for presentation to the COE.

Fred continued to plan for the COE Review. He telephoned the learner, the local administrator, the teacher representative, and the university representative and made an appointment to meet with each individual. While meeting with each of these individuals, Fred explained the COE Review and secured a few possible dates and times to conduct the COE Review.

The following represents Fred's notes.

COE Member	Explain Purpose of COE	Dates/Times Available
Learner	X	February 2, 3, 4 - 9AM-12NOON
Administrator	X	February 2-6 - 9AM-4PM
Local Teacher	X	February 3, 4 - 10AM-11AM
University Representative	X	February 1, 2, 4 - 9AM-12NOON

Considering his notes, Fred identified the date and time to conduct the COE Review (February 4 between 10AM and 11AM), and contacted each participant. On February 3, Fred contacted each member of the COE to confirm the scheduled time amd date.

The next day (February 4th) Fred arrived at the assigned school at 9AM, allowing time to get organized prior to the scheduled starting time of the COE Review. Upon arriving at the school, Fred realized that he had not secured a room in which to conduct the COE Review. Apologetically, he approached the local administrator in an attempt to schedule an appropriate room. The only room available was a very small, poorly equipped conference room; but, it would have to do.

While setting-up and testing the video playback equipment, Fred realized that a cable was malfunctioning. Fortunately, the audiovisual department within the school repaired the malfunctioning cable and returned it before 10 o'clock.

At 10:00 AM, Edith and the local teacher representative arrived for the COE Review. Edith handed Fred the materials that he previously instructed her to bring to the COE Review (i.e., the videotaped lesson, the lesson plan including the criteria for student evaluation, a list of the competencies and assessment criteria included in her teacher education program, and a portfolio of all products developed).

The administrative representative and the STE arrived. Fred took a copy of the COE Review Report from his briefcase, and the COE Review was ready to begin.

How effective was Fred's performance? You may use the Resource Person Assessment Form below as a guide for your critique, however, you must explain your responses in writing.

RESOURCE PERSON ASSESSMENT FORM

In preparation for the Council of Educators' Review (COE) the Resource Person:

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Verified that the learner had successfully completed program requirements:						
A. Appropriate modules were completed....						
B. Appropriate credits had been earned...						
C. Appropriate certificate was held by the candidate.....						
2. Identified each member of the local COE....						
3. Instructed each member of the local COE as to his/her role at the COE Review:						
A. Local School District Administration Representative.....						
B. Local School District Teacher (Teacher Representative).....						
C. College/University Representative.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
4. Established a mutually agreeable time and place for the COE Review.....						
5. Assembled resources needed at the COE Review:						
A. All products resulting from successful completion of the program.....						
B. A complete lesson on videotape.....						
(1) The lesson plan.....						
(2) The post test (means of evaluation).....						
C. A listing of the competencies in the learner's program and the criteria for assessment.....						
D. A video playback system.....						
E. A COE Review Report.....						
6. Procured an appropriate room for the COE Review.....						
7. Organized resources and tested equipment needed for the COE Review prior to the arrival of Council Members.....						

Briefly explain your responses.

1.

2.

3.

4.

5.

6.

7.

Feedback

Compare your completed written critique of the Case Study with the Model Critique given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

MODEL CRITIQUE

RESOURCE PERSON ASSESSMENT FORM

In preparation for the Council of Educators' Review (COE) the Resource Person:

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Verified that the learner had successfully completed program requirements:						
A. Appropriate modules were completed....						X
B. Appropriate credits had been earned...						X
C. Appropriate certificate was held by the candidate.....						X
2. Identified each member of the local COE ...			X			
3. Instructed each member of the local COE as to his/her role at the COE Review:						
A. Local School District Administration Representative.....						X
B. Local School District Teacher (Teacher Representative).....						X
C. College/University Representative.....						X
4. Establish a mutually agreeable time and place for the COE Review						X

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. Assembled resources needed at the COE Review:						
A. All products resulting from successful completion of the program.....						X
B. A complete lesson on videotape.....						X
(1) The lesson plan.....					X	
(2) The post test (means of evaluation).....					X	
C. A listing of the competencies in the learner's program and the criteria for assessment.....					X	
D. A video playback system.....						X
E. A COE Review Report.....						X
6. Procured an appropriate room for the COE Review			X			
7. Organized resources and tested equipment needed for the COE Review prior to the arrival of Council Members			X			

Briefly explain your responses.

1. The COE Review is sometimes used as an exit requirement for a teacher education program (e.g., a provisional teacher certification program - VITAL). It appears that this was the case for Edith. Fred very carefully made sure that all program requirements were satisfied.
2. The identification of an individual to represent each area of vocational education is a very important component of the COE process. Care must be taken to be sure that each group (i.e., teachers, administrators, and teacher educators) is involved in identifying the

individual who will represent the group. The Resource Person must not place himself/herself in a position where COE members are selected by the Resource Person. Rather, the Resource Person should provide the means and assist each group to select/elect their own representative. It is not clear how Fred identified the members of this COE.

3,4. Since the COE Review process may be new to many vocational educators, it is an excellent idea to thoroughly explain to each member of the COE its purposes and their role in it. Thorough explanation and clear understandings at the outset will reduce contradiction and confusion later. Fred was right on target with this point.

5,7. Fred successfully gathered together all the necessary materials to conduct the COE Review. However, providing a copy of the lesson plan, the evaluation, and a list of the learner's competencies would enhance the review. These copies should be assembled prior to the COE Review and distributed to members of the COE at the COE Review. No matter how carefully one plans, anything can go wrong. Planning merely reduces the chances of something being overlooked. Fred experienced this condition with the malfunctioning video playback system.

6. Providing a comfortable setting for any meeting is an important consideration; it is equally important for a COE Review. Fred clearly missed this point.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the Model Response. If you missed some points or have questions about any additional points you made, review the material in the information sheet, The Council of Educators' Review, pp. 6-11, or check with your Resource Person.

LEARNING EXPERIENCE III

Terminal Objective

In an actual program situation, facilitate a Council of Educators' review.

As you perform your duties as a Resource Person, you will be called upon to facilitate a COE Review. This will include planning, programming, and follow-up activities.

Activity

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Your Resource Person may want you to submit your written plans to him/her for evaluation before you facilitate the COE Review.

Feedback

Arrange in advance to have your Resource Person review your documentation and observe you facilitating a COE Review.

Your total competency will be assessed by your Resource Person using the Resource Person Performance Assessment Form, pp. 27-29.

Based upon the criteria specified in this assessment instrument, your Resource Person will determine whether you are competent in facilitating a COE Review.

RESOURCE PERSON PERFORMANCE ASSESSMENT FORM

Facilitate a Council of Educators' Review

Directions: Indicate the level of the Resource Person's accomplishments by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances a performance component was not applicable, or impossible to execute, place an X in the N/A box.

In preparation for the Counsil of Educators' (COE) Review, the Resource Person:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. Verified that the learner had successfully completed program requirements:						
A. Appropriate modules were completed....						
B. Appropriate credits had been earned...						
C. Appropriate certificate was held by the candidate.....						
2. Identified each member of the local COE ...						
3. Instructed each member of the local COE as to his/her role at the COE Review:						
A. Local School District Administration Representative.....						
B. Local School District Teacher (Teacher Representative).....						
C. College/University Representative.....						
4. Establish a mutually agreable time and place for the COE Review.....						
5. Assembled resources needed at the COE Review:						
A. All products resulting from successful completion of the program.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
B. A complete lesson on videotape.....						
(1) The lesson plan.....						
(2) The post test (means of evaluation).....						
C. A listing of the competencies in the learner's program and the criteria for assessment.....						
D. A video playback system.....						
E. A COE Review Report.....						
6. Procured an appropriate room for the COE Review.....						
7. Organized resources and tested equipment needed for the COE Review prior to the arrival of Council Members.....						
8. Provided each member of the Council with a listing of competencies in the learner's program and the associated criteria for performance.....						
9. Provided, for review, products associated with successful program completion.....						
10. Provided each Council member with the learner's lesson plan for the videotaped lesson.....						
11. Provided the COE members with a COE Review Report to be signed.....						
12. Recorded competencies in need of remediation.....						
13. Informed the learner of the procedure to:						
A. Apply for certification/programs.....						
B. Qualify for future COE.....						

	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
14. Provided COE Review Reports to:						
A. The learner.....						
B. The learner's program advisor.....						
C. The Program Director.....						
D. Others.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT. If any item receives a NONE, POOR, or FAIR, response, the learner and the Resource Person should meet to determine what additional activities the learner needs to complete in order to reach competency in the weak area(s).

ABOUT USING RESOURCE PERSON MODULES

ORGANIZATION

Each module is designed to help you gain competency in a particular skill area considered important to success when functioning as a Resource Person. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill when functioning in the role of the Resource Person.

PROCEDURES

Modules are designed to allow you to individualize your preparation program. You need to complete only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experiences within a module if you already have the skill needed to complete it. Therefore, before taking any module you should carefully review (1) the introduction (2) the objectives listed (3) the overview preceeding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

That you do not have the competencies indicated and should complete the entire module.

That you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s).

That you are already competent in this area and ready to complete the final learning experience in order to **Test Out**.

That the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience and have the opportunity to function in the role of Resource Person, make the necessary arrangements with your Resource Person. If you do not complete the final experience successfully, meet with your Resource Person and arrange (1) to repeat the experience (2) complete (or review) previous sections of the module or other related activities suggested by your Resource Person before attempting to repeat the final experience.

TITLE OF MODULES IN RESOURCE PERSON SERIES

- Conduct A CBTE Orientation Program
- Register Learners For CBTE Programs
- Provide Administrative Services
- Establish And Maintain Records In The VITAL Management Information System
- Select Appropriate Modules
- Conduct An Observation Session
- Conduct A Helping Conference
- Assist Learners In Obtaining The Various Vocational Instructional Certificates Issued In Pennsylvania
- Facilitate A Council Of Educators' Review
- Evaluate A Product Or Process Type Teaching Performance
- Monitor The Progress Of A Resident Resource Person
- Conduct A Small Group Meeting
- Instruct Others To Set-Up And Operate A Video System

For information regarding the availability of these modules, contact-

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